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ABSTRACT

Different occupational groups tend to have different personality types and general value patterns but little empirical evidence is available on work values. This study compared the work values of different groups of preservice teachers with inservice teachers on two work values scales, the Work Values Inventory (WVI) and the Values Scale (VS). Eighty-seven preservice teachers and 44 classroom teachers responded to the WVI. A second group comprised of 105 vocational-technical adult education students and 59 elementary teachers responded to the VS. There was high agreement between the preservice and inservice teachers on altruism, achievement, way of life, and economic returns. There were differences in the degree of intensity of the responses between the two groups on some of the values scales which might indicate that values become more crystallized during teaching. Differences found between the adult vocational-technical students and elementary teachers appeared to exist because of different personality types. The study indicates that the validity of the VS rests on the fact that it gives a profile similar to the WVI and also differentiates between personality types. (JD)

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Work Values of Preservice and Inservice Teachers and Educators

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Values are important because they help shape human behavior. Values are something that people see as having worth or value. Rokeach (1973) reminds us that values are three dimensional and have cognitive, affective, and behavioral sides. Cognitively values provide guidance to help the individual in achieving their goals. People have emotional feeling about certain values. They might strongly approve or disapprove of a value. Values have a behavioral side also. They are intervening variable that lead people to action when motivated.

Super (1973) postulates that traits, values, and interests are derived from needs. Needs lead people to action. He defines values as objectives that people seek to attain their needs. Counselors find that values are important determinants in the career decision process. The failure to satisfy one's work values can lead to job dissatisfaction. Career counseling systems both counselor directed and computer assisted collect information on the client's values. For example, clients might be asked what satisfactions they want to have in a career field or occupation and what ones they might be willing to give up. Super (1983) includes the nature and knowledge of values as an important step in his developmental assessment and counseling model. He developed a value scale and a role salience scale to help clients in making their career decisions.

Hodgett (1987) points out that unless we know what a person holds in high regard there is little hope we can motivate or manage the person effectively. Employee values are an important focal point in human resource management.

Different occupational groups tend to have different personality types and general value patterns but little empirical evidence is available on work values. It would be useful to have the information from these scales for different occupational groups.

The purpose of this study was to compare the work values of different groups of preservice teachers with inservice teachers on two work values scale, the Work Values Inventory and the Values Scale.

METHOD

Eighty-seven preservice teachers from an urban regional university participated in the study using the Work Values Inventory. They were all female and were preparing to be teachers in the elementary schools. They were juniors and their average age was 23. Forty-four classroom teachers also participated. They were enrolled in graduate study at the university and had on the average taught 5 years. They were employed on the K-8 level. The mean age for this group was 32.

In the second study 105 vocational technical adult education students were participants and 59 classroom teachers. The mean age of the vocational technical students was 29 while the mean age of the teachers was 33.

The first set of individuals took the Work Values Inventory (WVI) and the second set the Values Scale (VS). The WVI (Super, 1970) is a 45 item scale in which 15 work values, both intrinsic and extrinsic, are measured. The examinees are asked to rate each item on a five point scale from of no importance to of great importance. The test-retest reliabilities of the WVI range from .74 to .88 with .83 as the median.

The Values Scale (Super and Nevill, 1989) is a 106 item test measuring 21 values. There are 5 items per scale and the test-retest reliabilities range from .52 to .82 with a median of .70. The scales were found to cluster into 5 factors; Inner Oriented, Group Oriented, Material, Physical Powers, and Physical Activity.

Descriptive statistics were computed for each occupational group and ANOVAs computed across groups.

RESULTS

The comparison of the inservice and preservice teachers on the WVI is reported in Table 1. There were no significant differences between the means of the two groups across the 15 scales. A Spearman's rho of .92 was computed between the composite ranks of the two groups. There was high agreement in the ranking of values of the two groups. The preservice teachers ranked Way of Life, first; Altruism, second; Achievement, third; and Economic Returns, fourth. The inservice teachers ranked Altruism, first; Way of Life, second; Achievement, third; and Economic Returns, fourth.

There were agreement between the two groups in how the bottom four values were ranked: Aesthetics (15), Management (14), Associates (13) and Prestige (12).

The comparison of the inservice teachers and vocational technical students on the Values Scale is presented in Table 2. There were significant differences between the means on 9 of the 21 scales. On the Advancement, Authoritarian, Autonomy, Economic Returns, Physical Activity, Risk scales the vocational technical students had significantly higher mean scores than did the classroom

teachers. On Ability Utilization, Autonomy and Social Interaction teachers had significant higher scores than did the vocational technical group.

A Spearman's rho of .69 was computed between the two sets of ranks. The Education group ranked Personal Development, first; Altruism, second; Economic Returns, third; and Achievement, fourth. The Vocational Technical groups ranked Achievement, first; Economic Security, second; Economic Returns, third; and Personal Development, fourth. The lowest rated values for education majors were Risk (21), Physical Prowess (10), Physical Activities (19) and Cultural Identity (18). For the Vocational Technical Group the four lowest ranked values were (21) Physical Prowess, (20) Cultural Identity, (19) Risk, and (18) Social Interaction.

DISCUSSION

There were no significant differences between the scores of the preservice and inservice teachers. There were differences in the degree of intensity of the responses between the two groups on some of the values scales which might indicated that values become more crystallized during teaching. In comparing the results of the two tests, Achievement, Altruism, and Economic Returns were rated high on both the WVI and VS.

The physical dimension of work values did not seem to have a high priority for any of the groups. The highest set of values for educators were the Inner Oriented Values. The Material Values except for the economic values were not perceived as important by the preservice and inservice teachers.

Holland (1985) provides us a theoretical framework to explain the differences between the Vocational Technical Adult Education and Elementary Education group. The preservice and inservice teachers would be primarily of the Social type while the Vocational Technical Adult Education students would be primarily of the Realistic type. The personality characteristics of these two types according to Holland are opposite. the realistic type values concrete things or tangible things such as money, power, and status. The Social individuals prefer social occupations and solutions in which they can engage in helping others, understanding others, and having teaching abilities. They value social activities and problems.

The preliminary evidence indicates that the VS appears to have validity. The VS gives a profile similar to the VWI and does differentiate between two of Holland's personality types.

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Table 1. Comparison of Preservice and Inservice Teachers on the scales of the Work Values Inventory

Scale	Group					
	Preservice			Inservice		
	mean	sd	rank	mean	sd	rank
Intellectual Stimulation	12.01	2.03	6	11.84	2.44	8
Altruism	12.85	2.40	2	13.39	2.61	1
Economic Returns	12.46	2.08	4	12.32	2.75	4
Variety	11.24	2.43	11	11.93	2.20	7
Independence	11.52	2.23	8	12.18	2.22	6
Prestige	10.95	2.08	12	10.27	2.51	12
Aesthetics	7.94	2.84	15	8.09	2.47	15
Associates	9.87	2.12	13	9.50	2.54	13
Security	11.55	2.79	7	10.45	3.48	11
Way of Life	13.13	2.31	1	13.16	2.68	2
Supervisory Relations	12.18	2.36	5	12.23	3.15	5
Surroundings	11.33	2.45	9	11.45	2.80	10
Achievement	12.47	2.03	3	12.34	2.48	3
Management	9.48	2.25	14	9.05	2.31	14
Creativity	11.32	2.31	10	11.50	2.98	9

Table 2. Comparison of Vocation Adult Education and Elementary Teachers.

Scale	Group					
	Vocational			Elementary		
Achievement	17.23	2.23	1	16.89	2.07	4
Ability Utilization	13.21	1.95	16	14.10	1.41	11
Advancement	16.47	2.97	5	13.12	3.55	16
Aesthetics	14.07	3.51	13	14.85	3.12	8
Altruism	14.70	3.11	11	17.19	2.61	2
Authoritarian	14.50	2.59	12	13.02	2.28	17
Autonomy	16.12	2.67	6	14.61	2.52	9
Creativity	15.49	2.92	9	15.29	3.16	7
Economic Returns	17.12	2.80	3	14.22	3.33	10
Lifestyle	15.87	2.60	7	15.68	1.91	5
Personal Development	16.84	2.22	4	17.27	1.84	1
Physical Activities	13.12	3.26	17	10.63	3.83	19
Prestige	14.88	3.36	10	13.41	3.17	15
Risk	10.65	3.51	19	8.32	2.84	21
Social Interaction	12.44	2.60	18	13.54	2.72	13
Social Relations	13.56	2.77	15	14.03	2.42	12
Variety	13.94	2.70	14	13.51	2.71	14
Working Conditions	15.80	2.52	8	15.42	2.69	6

Cultural Identity	10.91	3.22	20	10.71	2.50	18
Physical Prowess	10.28	2.34	21	9.37	2.48	20
Economic Security	17.15	2.98	2	17.14	2.47	3